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ABSTRACT

This bibliography is divided into four parts. The first lists general educational references. The second lists references on social and cultural backgrounds of minority or culturally diversed youth. The third part is concerned with guidance and counseling of minority or less advantaged youth. This section is subdivided into two sections: (1) vocational and occupational information, and (2) financial aid specifically for minority group students. The fourth part is a list of audio-visual materials. Almost all entries are briefly annotated. (Author/KJ)

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Sacramento, California

Division of Instruction
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William H. McCreary, Chief

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REFERENCES ON COUNSELING MINORITY YOUTH:

A FOUR PART SERIES

Prepared by

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CG004540

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REFERENCES ON COUNSELING MINORITY YOUTH

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REFERENCES ON COUNSELING MINORITY YOUTH

Part I

GENERAL EDUCATIONAL REFERENCES

Anti-Defamation League of B'nai B'rith. The Treatment of Minorities in Secondary School Textbooks. 1961.

Ausubel, David P. "A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations," School Review (Winter 1963).

Dodson, Dan W. "Teacher and the Minority Group Child," Phylon, II (1949) 141-5.

"Dropouts," NEA Research, No. 36 (August 1961).

Hardy, Georgiana. "The Culturally Deprived Neglected Children," California School Boards (February 1963) 8-15.

Hobart, Charles W. "Underachievement Among Minority Group Students: An Analysis and a Proposal," Phylon (Summer 1963).
An excellent analysis of some of the major dimensions of obstacles of the minority group youngster. It discusses at length programs to salvage the underachieving minority group members and proposes ways to help them work up to full potential.

Hunter, M. C. "Stirrings in the Big Cities: Los Angeles," NEA Journal, LI (April 1962) 18-20.

Jensen, A. R. "Learning Abilities in Mexican-American and Anglo-American Children," California Journal of Educational Research, XII (September 1961) 147-159.

Kaplan, Bernard A. "Issues in Educating the Culturally Disadvantaged," Phi Delta Kappan (November 1963).
An excellent discussion and analysis of nine issues or questions relative to educating the culturally disadvantaged. Provides pertinent research information and suggestions.

"New Programs and Procedures in High School," Journal of the National Association of Women Deans and Counselors, XXIV (October 1960).
Programs in curriculum development as well as extra-curricular activities. Implications for guidance.

Newton, Eunice Shaed. "Verbal Destitution: The Pivotal Barrier to Learning," Journal of Negro Education, XXIX, 4 (Fall 1960) 497 ff.

O'Hara, James M. "Disadvantaged Newcomers to the City," NEA Journal (April 1963) 25-27.

Programs for the Educationally Disadvantaged. Washington, D. C.: Government Printing Office, 1963.
Describes in some detail national programs for the disadvantaged.

Reorganizing Secondary Education in New York City. New York: Public Education Association, 20 West 40 Street, N.Y. 18, October, 1963.
Describes some innovations in the New York Schools to meet the needs of youngsters from low socio-economic backgrounds.

Rich, John Martin. "How Social Class Values Affect Teacher-Pupil Relations," Journal of Educational Sociology, XXXIII, 9 (May 1960) 355-59.
Lower class values and their relation to the teaching situation.

Singleton, Robert and Paul Bullock. "Some Problems in Minority-Group Education in the Los Angeles Public Schools," Journal of Negro Education, XXXII (Spring 1963).

State Committee on Human Relations. Human Relations: Guide to Intergroup Education in Schools. Harrisburg, Pennsylvania: Department of Instruction, 1962.(Free)
Excellent guide for all grade levels in helping youth develop positive attitudes and understandings of the diverse racial, religious and socio-economic groups. Comprehensive audio-visual bibliography and sources for teaching aids. Highly recommended for counselors and teachers.

"Teachers Guide to the Education of Spanish-Speaking Children," Bulletin of California State Department of Education, XXI,14 (October 1952) Sacramento.

U. S. Commission on Civil Rights. Problems of Schools in Transition. Williamsburg, Virginia Conference (February 1961) 220-221.
Discusses the difficulties and adjustments faced by schools in transition.

Vontress, Clemmont E. "Our Demoralizing Slum Schools," Phi Delta Kappan (November 1963).
A frank and perceptive discussion of the difficulties facing parents, teachers, principals and students in an Indiana high school. Would be very helpful for secondary faculty.

Wolfe, Deborah Partridge. "Curriculum Adaptations for the Culturally Deprived," Journal of Negro Education, XXXI, 2 (Spring 1962) 139-157.
Emphasizes the need for adapting the curriculum to meet the needs of youngsters from culturally deprived backgrounds. Specific recommendations included.

Woolsey, A. W. "What Are We Doing for the Spanish Speaking Student?" Hispania, XLIV (March 1961) 119-123.

Wright, Marion T. "Some Educational and Cultural Problems and Needs of Negro Children and Youth," Journal of Negro Education, XIX (1950) 310-321.
A perceptive discussion of difficulties faced by Negro youngsters and their effects on learning with helpful suggestions for schools.

REFERENCES ON COUNSELING MINORITY YOUTH

Part II

SOCIAL AND CULTURAL BACKGROUNDS OF MINORITY OR CULTURALLY DIVERSED YOUTH

Bowman, P. H. and Maurine Pellmann. "Socially Underprivileged Youth and the Schools," High School Journal, XLI (May 1958) 331-5.
Children from lower classes are poorly fed, physically below normal, outcasts by peers and teachers, in trouble with police more often, unsuccessful in school, take more than their share of the teacher's time, and teachers look with disfavor on this group.

Brazziel, William F. Jr. "Portrait of a Young Migrant," School Review, LXVI (September 1958) 273-281.

Burton, William H. "Education and Social Class in the United States," Harvard Educational Review, No. 4 (Fall 1953) 243-56.
Stresses the need to face the realities of class stratification in the United States. Discusses how lower classes experience failure because of cultural differences and notes that high schools have generally failed to meet the needs of newer groups of pupils.

Chin, Ai Lis. "Some Problems of Chinese Youth in Transition," American Journal of Sociology, LIV, 1 (July 1948).

Clark, Kenneth B. and Mamie P. "Emotional Factors in Racial Identification and Preference in Negro Children," Journal of Negro Education, XIX, 3 (1950) 341-50.
A very informative study of racial preference on the part of Negro children. Based on doll choices and line drawings and has implications for developing a positive self concept in the youngster.

Demos, George D. "Attitudes of Mexican-American and Anglo-American Groups Toward Education," Journal of Social Psychology (1962) 249-56.
Mentions some difficulties of Mexican-American youth. Compares Anglo and Mexican-American youth on attitudes toward education.

Diaz, Guerrero R. "Neurosis and the Mexican Family Structure," American Journal of Psychiatry, CXII (1955) 411-417.
Describes the dominant Mexican family pattern. Examples are given to demonstrate the roles played by various members of the family.

Douvan, Elizabeth. "Social Status and Success Striving," Journal of Abnormal Social Psychology (March 1956) 219-223.
Success striving is noted as a chief point of difference in values between upper and lower classes.

Gist, Noel P. and William S. Bennett, Jr. "Aspirations of Negro and White Students," Social Forces (October 1963) Kansas City.

Havighurst, Robert J. "Metropolitan Development and the Educational System," School Review (Autumn 1961).
Upper and lower groups are becoming polarized with both becoming more parochial in outlook. Lower class districts become a slum in city centers made up of recent Negro and white migrants from poorer rural areas.

Holland, W. R. "Language Barrier as an Educational Problem of Spanish-Speaking Children," Exceptional Children, XXVII (September 1960) 42-4.

Keith, Thelma. Selected References on Counseling Minority Youth. Sacramento: California State Department of Education, Bureau of Pupil Personnel Services, April, 1964.
Excellent resources for teachers and counselors in work with all students. Includes: (1) books by and about Negroes, (2) pictures and films with list of agencies that distribute material about Negroes, (3) partial listing of Negro appointees during the Kennedy administration, (4) pioneers of Negro origin in California (book review).

Krugman, Morris. "The Culturally Deprived Child in School," NEA Journal (April 1961) 23-4.
A history and development of the Higher Horizons project in New York City.

McNickle, D'Arcy. "A U. S. Indian Speaks," Américas, VI (March 1954) 8-11.

Morris, J. R. "Social Economic Background of Negro Youth in California," Journal of Educational Research, XLIX (1956) 617-20.
This study is concerned with the social and economic backgrounds of needs Negro high school youth in California. Study involves the Bay Area and included two groups, one recent migrants and the other children from long established homes in California. Questionnaires were sent to schools in Louisiana, Texas, etc., and to California schools. Results of the questionnaire are summarized.

Nance, Afton. Reference Bibliography on Spanish-Speaking Children and Youth. Sacramento: California State Department of Education, Elementary Education Division, 1963.

Record, Wilson. "Racial Diversity in California Public Schools," Journal of Negro Education, XXVIII (Winter 1959) 15-25.

Rich, J. M. "How Social Class Values Affect Teacher-Pupil Relations," Journal of Educational Sociology (May 1960) 355-359.

Samora, Julian. "Subordinate Leadership in a Bicultural Community: An Analysis," American Sociological Review, XIX (August 1954).
A thorough analysis of problems faced by Spanish speaking Americans in terms of leadership.

Sanchez, George I. "The American of Mexican Descent," The Chicago Jewish Forum, XX, 2 (Winter 1961-62).
Excellent analysis of problems faced by Mexican-Americans and implications for education.

Smith, H. P. and M. Abramson. "Racial and Family Experience Correlates of Mobility Aspirations," Journal of Negro Education, XXXI (1962) 117-24.
This study compares Negro and white high school students on achievement motivation, achievement value, orientation and vocational and educational aspirations.

Snyder, E. C. "Social Cultural Approach to Intergroup Education at Secondary Level," Journal of Educational Sociology, XXXV (1962) 236-9.

Stresses need for intergroup education and proposes a social cultural approach in several specific areas.

Tenenbaum, Samuel. "The Teacher, The Middle Class, and The Lower Class," Phi Delta Kappan (November 1963).

A vivid description of the effects of a lower socio-economic group of people on the middle class. The behavior and values of these two groups and the insights gained by a teacher in West Manhattan offer food for thought.

Trueblood, Dennis L. "Role of the Counselor in the Guidance of Negro Students," Harvard Education Review, XXX, 3 (Summer 1960) 252-69.

Although the title indicates that this article is directed toward guidance personnel, it is particularly useful to all who have contact with Negro youth. This author points out why knowledge of cultural and social backgrounds, the effects of discrimination and segregation on personality, the parent's role in motivation, etc., is necessary to all in education. Several specific recommendations are made for the guidance program.

Webster, Staten W. "The Influence of Inter-racial Contact on Social Acceptance in a Newly Integrated School," Journal of Educational Psychology (1960).

Wolman, Marianne. "Cultural Factors and Creativity," Journal of Secondary Education, XXXVII (December 1962) 454-460.

Discusses the success of one teacher to develop poetic creativity in Mexican-American students using cultural background as motivating factors.

REFERENCES ON COUNSELING MINORITY YOUTH

Part III

GUIDANCE AND COUNSELING OF MINORITY OR LESS ADVANTAGED YOUTH

Alexander, Louis. "Texas Helps Her Little Latins," The Saturday Evening Post (August 5, 1961) 21-30+.
Description of project to help Mexican-American youth in school.

Ball, R. A. et al. "How Can We Better Motivate the Underachiever and the Indifferent Student?" National Association of Secondary School Principals' Bulletin (April 1960) 174-180.

Brazziel, William F., Jr. "Meeting Psychosocial Crises of Negro Youth Through a Coordinated Guidance Service," Journal of Negro Education, XXVII (1958) 79-83.
Brief description of coordinated guidance services and the need for such on part of Negro student. It has taken existing guidance practices and shown how they can apply to all students.

Cahnman, W. J. "Attitudes of Minority Youth: A Methodological Introduction," American Sociological Review, XIV (August 1949) 543-8.
Analysis of attitudes of minority-group youth and introduction of approach to understanding and working with these attitudes.

Chamberlain, Gordon and Calvin D. Catterall. "Acceleration for the Average Potential Dropout?" Phi Delta Kappan (November 1963).
A brief description by a California junior high school vice-principal of dropout prevention by accelerating retainees at the junior high school level.

Cohn, J. "Integration of Spanish Speaking Newcomers in a Fringe Area School," National Elementary Principal, XXXIX (May 1960) 29-33.

Cook, Culbreth B. Some Problems Inherent to the Guidance of Minority Youth. Cleveland: Urban League, 1960. (mimeograph)

Davis, Allison. Social Class Influences Upon Learning. Cambridge: Harvard University Press, 1948.
Concise discussion of characteristics of lower class culture and its relationship to educational problems.

Demos, George D. "Attitude of Mexican-American and Anglo-American Groups toward Education," Journal of Social Psychology (1962) 249-56.
Mentions some difficulties faced by Mexican-American youth and their affect on attitudes toward school. Also compares the two groups' attitude toward education.

"Discovering and Stimulating Culturally Deprived Talented Youth," Teachers College Record (October 1958) 23-27.

Expanding Opportunities Through Guidance. New York State Commission Against Discrimination, February, 1961.

Ford Foundation. The Society of the Streets. New York: The Ford Foundation, 1962.
One of a series of booklets on activities by the Foundation. This booklet deals with group work with youth and families.

Gellman, William and H. Gendel. "Motivating the Unmotivated Youth," The American Child, XLIV, 3 (May 1962) New York: National Committee on Employment of Youth, pp 16-20.

Goldman, Leo. Using Tests in Counseling. New York: Appleton-Century-Crofts, 1961.
Various kinds of tests appropriate for use in vocational, educational counseling. Also, socio-economic considerations included.

Granger, Lester B. Development of Training Incentives for the Youth of Minority Groups. Washington, D. C.: President's Committee on Government Contracts, April 1957, p. 3.
Excellent for counselors and guidance workers in motivating minority youth.

Grier, Eunice S. In Search of a Future. Washington 6, D. C.: Washington Center for Metropolitan Studies, 1963. ($.50)
A study of the career-seeking experiences of a group of male high school graduates in five post high school years. Discusses the difficulties encountered and makes recommendations for research and action.

Guidance for Socially and Culturally Disadvantaged Children and Youth. Proceedings of the Second Annual Invitational Conference on Urban Education, April 24, 1963. New York: Graduate School of Education, Yeshiva University, 110 West 57th Street, New York, 19.

High-School Dropouts. NEA Research Division and Department of Classrooms, Discussion Pamphlet #3, September, 1959.

Hillson, Henry T. and Florence C. Myers. "Demonstration Guidance Project," High Points (May 1961) 5-20.
A description of New York City's Demonstration Guidance Program (Higher Horizons) and the results of this program, viz., 3½ times as many went on to some form of higher education.

Holland, Jerome H. and William A. Gaines. New Horizons for Minority-Group Youth. Dover, Delaware: Social Research Institute, Delaware State College, September 1959, pp. 33-34.
Research report on current possibilities for minority-group youth and guidelines for working with such youth.

Human Relations in Career Planning. University of Louisville, August 1960, p. 13.

Journal of Negro Education. (Special issue devoted to America's disadvantaged minorities.), XX (1951).
Discusses the discrimination faced by Negroes, Mexican-Americans and Jews.

Kvaraceus, W. C. "Alienated Youth Here and Abroad," Phi Delta Kappan, XLV (November 1963) 87-90.
Brief description of promising efforts in many lands to cope with the "surplus commodity" of youth. A kind of juvenile or dropout prevention.

Madison County Schools. Guidance Close-Ups for the Teacher; Making More Effective Use of Teacher's Observations in Guidance. Columbus: Division of Guidance and Testing, State Department of Education, 1961.

Miller, Leonard M. Guidance for the Underachiever with Superior Ability. Washington, D. C.: U. S. Department of Health, Education and Welfare.
Description of characteristics of the underachiever and helpful suggestions on how guidance needs and problems can be identified. It defines ways in which these needs can be met at various educational levels--elementary through college.

Miller, S. M., Saleem, Betty and Herrington Bryce. School Dropouts: A Commentary and Annotated Bibliography. Syracuse, N. Y.: Syracuse University, Youth Development Center, 1963.

Moore, F. L. "Factors Involved in Student Elimination from High School," Journal of Negro Education, XXIII (Spring 1954) 117-122.
A comparative study of factors involved in dropouts as recorded on student record and from testimony of dropouts.

Negro Californians. San Francisco: State of California Fair Employment Practices Commission, 1963.
Tabulated data on the Negro in California from 1900-1960 focusing on employment and unemployment, income, education, and housing. Valuable information for guidance counselors.

New York City Youth Board. Reaching the Unreached Family. Monograph No. 5.

Newton, Eunice Shaed. "The Culturally Deprived Child in Our Verbal School," Journal of Negro Education, XXXI (1962) 184-187.
Describes the "verbally destitute" child and what the teacher can do in a language program for culturally deprived.

Neisser, Edith G. School Failures and Dropouts. Public Affairs Committee, Inc. July 1963.
An analysis of youngsters who leave with proposals for preventing. Discusses the roles of parents, teachers, counselors and community workers.

Phillips, Waldo B. "Counseling Negro Students: An Educational Dilemma," California Journal of Educational Research, X (1959) 185-188.
Study involved twelve 17 year old, middle class, Negro boys from a 90% Negro school that were referred for counseling because of noise, uncooperative attitudes, failure to utilize assistance in school work, etc. Six were assigned white counselors, six Negro. Results are compared.

Record, Wilson. "Counseling and Communication," Journal of Negro Education, XXX (1961) 450-4.
General discussion of the difficulties of a counselor in communicating with minority groups in San Jose.

Sanchez, George I. and Howard Putnam. Materials Relating to the Education of Spanish-Speaking People in the United States. Austin, Texas: Institute of Latin American Studies, University of Texas, 1959.
An annotated bibliography. Excellent resource for teachers, counselors and administrators.

Schreiber, Daniel. "A School's Work with Urban Disadvantaged Pupils," reprinted from College Admissions, 7: The Search for Talent. New York: College Entrance Examination Board, 472 Riverside Drive, New York 27.
A description of a talent search program for able students from less advantaged groups. Discusses the selection and guidance process used.

Shaw, Frederick. "Educating Culturally Deprived Youth in Urban Centers," Phi Delta Kappan (November 1963).
A description of basic elements of existing programs for both elementary and secondary schools.

Strang, Ruth M. "How Guidance Relates to Curriculum," Personnel and Guidance Journal, XXXII, 5 (January 1954) 262-265.

Trager, Helen and Marian Radke. "Guidance for Human Relations Education," Reprint from Childhood Education (January 1949) p. 6. Washington, D. C.: Association for Childhood Education.

Trueblood, Dennis L. "The Role of the Counselor in the Guidance of Negro Students," Harvard Educational Review, XXX, 3 (Summer 1960) 254-255.
Deals with problems faced by Negro students and how counselors can work with them.

"Vocational Counseling and the Hard to Reach," American Child, XLI, 1 (Special January 1959 issue). New York: National Child Labor Committee.
An entire issue devoted to problems disadvantaged youngsters face in relation to the world of work and recommendations for intensive vocational counseling. A good inexpensive pamphlet for subscription.

Warner, W. Lloyd. Color, Class and Personality. Robert L. Sutherland, Washington, D. C.: American Council of Education, 1942.
The influence of color and class on the personality of youngsters.

Williams, Clair T. "Special Consideration in Counseling," Journal of Educational Sociology (May 1959).
Counseling with respect to social and psychological considerations.

Wirth, Louis. "The Problems of Minority Groups," The Science of Man in the World Crisis. Ralph Linton (ed.), New York: Columbia University Press, 1945, p. 347.
A scientific approach to the problems faced by minority groups.

Wood, Helen. "The Manpower Future--Its Challenges for Vocational Guidance," Personnel and Guidance Journal, XXXVIII, 4 (December 1959) 300-304.

REFERENCES ON COUNSELING MINORITY YOUTH

Part III

GUIDANCE AND COUNSELING OF MINORITY OR LESS ADVANTAGED YOUTH

Section A: Vocational and Occupational Information

Akron Urban League. They Prepared. (Negroes photographed at work in "non-traditional" employment), 1959.

Amos, William E. and Jane Perry. "Negro Youth and Employment Opportunities," Journal of Negro Education (Fall 1963).
A thorough and excellent analysis of employment, unemployment of Negro youth. It has tabulated percentages of high school graduates and dropouts employment in occupational catagories from 1960-62. Very good resource for vocational guidance counselor.

"Automation and Youth," American Child, XLII (March 1960), New York: National Committee on Employment of Youth.
The effects of automation on job opportunities for youth.

Baer, M. F. "Negro Employment in Federal Government," Personnel and Guidance Journal, XXXIX (February 1961).
Describes the quality and quantity of employment of Negroes in Federal Government.

Berdie, Ralph F. "The Counselor and His Manpower Responsibilities," The Personnel and Guidance Journal, XXXVIII, 6 (February 1960).
Describes the manpower needs and makes suggestions for counselors in the guidance of minority youngsters.

Bird, Caroline. "More Room at the Top," Management Review (March 1963).
Experiences of a company in employing Negroes in professional and management jobs. Recommended for counselors.

Bloch, H. D. "Organized Labor and the Integration of Ethnic Groups," Journal of Human Relations, VI (Summer 1958) 30-46.

Burchill, George W. Work-Study Programs for Alienated Youth. Chicago: Science Research Asscciates, Inc.
Description of nine work-study programs designed for prevention of juvenile delinquency and to rehabilitate youngsters who have manifested such tendencies. Eight public school systems included.

Business Week. "A Career Break for Non-Whites," (January 2, 1960); "Labor-Negro Division Widens," (July 1960); "Negro Unionists Organized for Actions," (June 1960); "Urban League's Line: Bias's Bid," (October 1954).
Discussion of job opportunities for non-whites in the labor market today, both inside and outside the unions.

Cobb, W. Montague. "Not to the Swift: Progress and Prospects of the Negro In Science and the Professions," Journal of Negro Education, XXVII, 2 (Spring 1958) 120-126.

Daniel, W. G. "The Relative Employment and Income of American Negroes," Journal of Negro Education (Fall 1963) 349-57.

Davis, Allison. "Education for the Conservation of Human Resources," Progressive Education, XXVII (May 1950) 221-224.
Dr. Davis discusses the wasted manpower and how the schools can conserve these human resources.

Dynes, Russell R. et al. "Levels of Occupational Aspiration: Some Aspects of Family Experience as a Variable," American Sociological Review (1956) 21.

Fair Employment Practices Commission. Success Story: Will It Be Yours? San Francisco: Department of Industrial Relations, 455 Golden Gate Avenue.
A pictorial brochure of persons of different ethnic groups working both at professional and technical jobs. It gives a thumbnail sketch of jobs available if one qualifies. Excellent motivation of minority students.

Finley, Otis E., Jr. Training for Tomorrow's Scientists and Technicians: A Community Approach to a Community Need. New York: National Urban League, 1960.

Freedman, Marcia K. "Part-time Work Experience and Early School-Leavers," American Journal of Orthopsychiatry (April 1963).

Froehlich, Clifford P. "Remarks," Youth Training-Incentives Conference Proceedings. Washington, D. C.: President's Committee on Government Contracts (April 1957) p. 41.
Comments on methods of motivating youngsters in various areas.

Hill, Herbert. Report of NAACP Labor Department. New York, January 2, 1962. (Mimeograph)
The Labor Secretary for the National Association for the Advancement of Colored People reports on the labor market as it relates to Negroes.

Holland, Jerome H. Realizing the Manpower Potentialities of Minority Youth. New York: National Urban League, 1958.

Kiehl, Robert. "Opportunities for Negroes in Engineering," The Personnel and Guidance Journal, XXXVII, 3 (November 1958) 219-222.
Excellent resource material for student and counselor.

Lawrence, P. F. "Vocational Aspirations of Negro Youth in California," Journal of Negro Education, XIX (1950) 47-56.
An analysis of labor conditions in the state and aspirations and preparation of Negro youth. Recommendations for school districts and particularly for counselors are pertinent.

Leggett, John C. and David Street. "Economic Deprivation and Extremism: A Study of Unemployed Negroes," The American Journal of Sociology (July 1961) 53-57.

Morgello, C. "Rise of Negroes in Industry," Newsweek (September 12, 1955) 86-88.
A discussion of Negroes historically in industry.

National Urban League. Speaking of People. New York: 14 East 48 Street, New York 17. (Free)
A wide variety of personal job descriptions with photos of Negroes in traditional and non-traditional positions. Excellent for motivation of youth.

New Opportunities for Negroes in Medicine. Chicago: National Medical Fellowships, Inc., 951 East 58 Street, Chicago 37.
Valuable information for student and counselor regarding preparation for medical school, medical school program (fees, opportunities for women, part-time employment). Various kinds of medical careers and scholarships and loan funds. Excellent for motivation of students.

Schiffman, J. "Employment of High School Graduates and Dropouts in 1962," Monthly Labor Review (July 1963). (Reprints available 75¢ each)
Explanation of a survey of employment of high school graduates and dropouts with pertinent data tabulated as to occupations, groups, status, part-time work for male and female.

Sewell, William H. et al. "Social Status and Educational Aspiration," American Sociological Review, XXII (February 1957).

Simpson, R. L. "Values, Personal Influence, and Occupational Choice," Social Forces, XXXIX (December 1960) 116-25.

Talent Bank, U. S. A. New York: National Urban League, 1961.
Discussion of talent and potential of Negroes in U. S. A.

U. S. Department of Labor, Women's Bureau. Careers for Women as Technicians. Washington, D. C., 1962.

U. S. President's Committee on Equal Opportunity. The American Dream--Equal Opportunity. Washington, D. C.: Government Printing Office, 1962.
Report on the community leaders' conference on equal employment opportunity.

Watson, Goodwin (ed.). No Room at the Bottom: Automation and the Reluctant Learner. Washington, D. C.: National Education Association, 1963.

Wheeler, Walter H. "Management's Concern," Social Dynamite: Report of the Conference on Unemployed, Out-of-school Youth in Urban Areas. Washington, D. C.: National Committee for Children and Youth, 1145 19th Street, N. W., p. 63.
A discussion of the explosive situation relative to school dropouts and the unemployed.

Wilson. "Class Stratification and Aspirations of Youth," American Sociological Review (December 1959).
This study indicates that the dominant socio-economic climate has a significant impact on students' occupational goals.

Woods, Marion. Employment Problems of the Mexican American. Sacramento: California State Department of Employment, Minority Employment Division, 1964.
Pertinent information on employment, unemployment, population characteristics and the efforts of Minority Employment Service Program.

REFERENCES ON COUNSELING MINORITY YOUTH

Part III

GUIDANCE AND COUNSELING OF MINORITY OR LESS ADVANTAGED YOUTH

Section B: Financial Aid Specifically for Minority Group Students

Resource Books

The College Life Insurance of America, Division of Educational Research and Services. Educational Information Services, No. 6 (April 1959).
Statistical information regarding number and kind of scholarships available.

Eisenberg, Sidney A. and Benjamin Fine. Money for College and Where to Find It. New York: Doubleday Company, 1963.
Contains sections devoted to: (1) Scholarships and loans available without regard to race, color, religion, national origin or ancestry; (2) Resources available especially for minority groups.

Fornwalt, R. J. Scholarship Information Sources for Educational and Vocational Counselors. New York: Big Brother Movement, 1958. (Mimeographed sheet)

The League of United Latin American Citizens. Scholarships Offered by Colleges and Universities of the Southwest, Council Number 90, Denver, Colorado. (free)
Detailed list of available scholarships for high school students of Latin American identity. The information source for scholarships provided by colleges and universities in Arizona, California, Colorado, New Mexico, Utah and Wyoming.

Moses, John G., Director of Guidance, Utica Public Schools. If You're Hunting for a Scholarship. Utica, New York, 1960.
An excellent model for guidance personnel interested in developing a service for all students who need financial assistance beyond high school. One section of the booklet lists sources of aid for students whose origin is Armenian, Greek, Chinese, Negro, Spanish, Italian, Syrian, and others.

Plaut, Richard L. 1957-58 Annual Report, National Scholarship Service and Fund for Negro Students. New York, p. 20.
Comprehensive report of programs and extent of services of NSSFNS. Very resourceful.

UNESCO. Study Abroad, 1958-59, X (1958) (Issued annually) New York: UNESCO Publication Center.
Lists financial sources for study outside the U. S. A.

U. S. Department of Health, Education, and Welfare. Financial Assistance for College Students: Undergraduates, compiled by R. C. Mattingly, Bulletin No. 11, 1962, Washington, D. C.
Detailed report of number and kind of scholarship available and requirements for qualification. Also included is information relative to part-time employment of students and loan funds.

Urban League of Pittsburgh. Want a Study Income? Financial Aid for Study Beyond High School. Pennsylvania: 1961.

Resource Agencies

Special Scholarship Committee
University of California
Berkeley, California
(A team approach to motivating secondary students of minority backgrounds to enter the University of California and state and junior colleges. Financial aid available.)

Scholarships for American Indians

Antioch College
Yellow Springs, Ohio

Baldwin-Wallace College
Berea, Kentucky

Congregational Christian Churches
Board of Home Missions
287 Fourth Avenue
New York, New York
(and Spanish-speaking background)

Cornell University
Ithica, New York

Gaylord Philanthropies, Inc.
P. O. Box 1618
Oklahoma City, Oklahoma

Office of Indian Affairs
U. S. Department of Interior
Washington, D. C.

University of Michigan
Ann Arbor, Michigan

University of New Mexico
Alberquerque, New Mexico
(and Spanish-American)

U. S. Department of Interior
Bureau of Indian Affairs
Community Services Education
Navajo Agency
Window Rock, Arizona
Attention: Education Guidance Officer

Scholarships for Chinese Americans

Brooklyn College
Brooklyn, New York

Scholarships for Japanese Americans

Japan Society, Inc.
Savoy-Plaza Hotel
Fifth Avenue and 58 Street
New York, New York

Japanese American Citizens League
1634 Post Street
San Francisco 15, California
(Offering seven scholarships for 1964 high school graduates of Japanese ancestry.)

Vassar College
Poughkeepsie, New York

Scholarships for Mexican-Americans

Arizona State College
Flagstaff, Arizona

Colorado University
Boulder, Colorado
(Indians, Negroes)

Scholarships for Negroes

Catholic Scholarships for Negroes, Inc.
216 Central Street
Springfield, Massachusetts

Alpha Phi Alpha Fraternity
841 East 63 Street, Room 311
Chicago, Illinois

Improved Benevolent and Protective Order of Elks of World
390 Beale Avenue
Memphis, Tennessee

Ulysses S. Grant Scholarship Fund
New Haven, Connecticut

Scholarships on Basis of Race, Religion or National or Regional Origin
Harvard University
Cambridge, Massachusetts

Intercollegiate Examination Program
Fisk University
Nashville, Tennessee

Mercy College
Detroit, Michigan
(Catholics, nursing students, Puerto Ricans)

Metropolitan Music School
18 West 74 Street
New York City, New York

Phillips Exeter Academy
Andover, Massachusetts
(high school)

Princeton University
Princeton, New Jersey
(summer for high school students)

National Scholarship Service and Fund for Negro Students
31 West 110 Street
New York, New York

New Farmers of America
c/o Future Farmers of America Foundation, Inc.
c/o Agricultural Education Branch
U. S. Office of Education
Department of Health, Education and Welfare
Washington, D. C. 20202

The Ford Foundation
University of Toledo
Toledo, Ohio

Sears-Roebuck Foundation
3333 Arthington Street
Chicago, Illinois

REFERENCES ON COUNSELING MINORITY YOUTH

Part IV

AUDIO-VISUAL MATERIAL

A City Decides. 27 minutes. Black and White. U. S. Gov't. 57.
Story of integration of St. Louis Schools. Portrays teacher faced with racial incident in class shortly after integration of a high school.

A Morning for Jimmy. 28 minutes. Black and White. Bay Area Urban League, San Francisco.
Story of a young Negro boy who encounters racial discrimination while seeking part-time employment. It also shows visits with Negroes who are successfully employed.

All the Way Home. 30 minutes. Black and White. Junior and Senior High level. (Brandon.)
The film explores the contagion of unreason and the guilt feelings which constitute barriers to integration. It deals with the reaction in a community when a Negro family stops in front of a house with a "For Sale" sign on it.

Americans All. 25 minutes. Black and White. Social Studies, grade 10 and adult. U. S. Gov't. 411
Emphasizes importance of cultural understanding of the American Republics.

Boundary Line. 10 minutes. Junior and Senior High and adult. A.D.L. New York.
Effective cartoon technique illustrating the visible and invisible barriers men erect against men.

Burden of Truth. 67 minutes. Black and White. 16 mm. Adult and secondary level. N.C.C.J. - Regional offices.
Story of a Negro family's encounter with protest when they move into a white suburban community.

Cast the First Stone. 42 minutes. Black and White. ADL, New York.
Features interviews of Americans of different ethnic and racial groups who have been affected by prejudice and discrimination. Excellent for in-service.

Crisis in Levittown. 30 minutes. Black and White. Anti-Defamation League, New York.
A series of interviews with residents, both for and against the moving of the first Negro family into Levittown, Pennsylvania. Comments and analyses are made by a human relation center staff member.

Challenge to America: The Role of Education in Intergroup Relations. 25 minutes. Black and White. A.D.L., New York.
Professor William Van Til of New York University illustrates ways and means of meeting the challenge of good human relations among people of various religious, racial and nationality backgrounds. Very good for in-service education.

Common Fallacies About Group Differences. 15 minutes. Black and White. Grade 12 and adult. Mc 6 57.

Discusses seven notions about races and group differences. These are analyzed in terms of scientific facts.

Defining Democracy. 18 minutes. Black and White. Grade 12 and adult. (EBF)

A lecture assisting or encouraging students to rate their community level of democracy on basic ideas.

Dropout. 10 minutes. Santa Monica Police Department and Santa Monica Unified School District, 1417 North Highland Avenue, Hollywood 28.

Shows the frustrating experiences encountered by the high school dropout.

Dropout. 29 minutes. Black and White, Int. Film Bureau, N.E.A.

The film stresses the hidden causes of school dropouts in family life, in the community and in our educational system.

The Hurrying Kind. 24 minutes. Color, 16 mm. Columbia Pictures. Junior and Senior High level. Local U. S. Army Recruiting Stations.

Picture centers around a student who is considering dropping out of school because of a job possibility at a service station.

The Newest New Negro. 30 minutes. Adults.

The picture deals with the new direction which civil rights protest is taking and the significance of sit-ins and freedom rides. Major changes in the status of the Negro American are considered.

Of Human Rights. 20 minutes. Black and White. UtN.F.D. Secondary of 10-12 and adults.

Portrays incidents of racial and economic prejudice among children.

Palmour Street. 27 minutes. Black and White. A.D.L. and N.C.C.J.

Deals with events in the life of Negro families on Palmour Street in Gainesville, Georgia. Shows some ways parents influence the emotional development of their children.

Preface to Life. 39 minutes. Black and White. Grade 12 and adult. U. S. Gov't.

Series of episodes portraying the influence parents have on the personality development of a child.

Pressure Groups. 20 minutes. Black and White. Grade 12 and adults. EBF.

Explains the use of pressure groups as instruments in the democratic process. It compares democratic tactics with behind-the-scene manipulation.

Princess in the Tower. 18 minutes. Black and White.

The reactions of a community to a newcomer and a discussion of acceptance of people who are different from the group.

Rx for Dropouts. 15 minutes. Black and White. Fresno City Schools.

Story of the compensatory education project in Fresno. Good for in-service education for elementary staff.

To Live Together. 30 minutes. Black and White. Anti-Defamation League, New York.
Documentary treatment of the effect of children's experiences and thoughts in an inter-racial group.

What About Prejudice. 10 minutes. Black and White. Grade 12 and adult. Mc6 59.
Portrays the problems encountered by a youngster from prejudice against his parents by his classmates. Good for discussion.

When I'm Old Enough---Goodbye. 28 minutes. Black and White. 16 mm. Junior and Senior High level. U. S. Employment Agency, Washington, D.C.
Story of an intelligent, ambitious youngster who leaves school to take a job. Picture deals with reasons for his dropping out and problems he faced on the "outside".

Why Johnny Can't Get A Job. 15 minutes. Black and White.
Discusses problems faced by youth seeking employment and makes a plea for more vocational education. Based on a January, 1963 Readers' Digest article.